Student's Name_____

| | Iowa Alternate Assessment<br>2014-2015<br>*Science Rating Scale*<br>*Grade 11* | Check the Box if Full Physical or Full Verbal Prompts were used (the student was given the answer) | Student Performance in Percent Accurate (0-100%) |
|---|---|---|---|
| **Science Standard 1: Students can understand and apply skills used in Scientific Inquiry** | | | |
| **1.1** | Identifies or states purpose of an experiment being conducted in class | ☐ | _____ |
| **1.2** | Compares and makes conclusions about objects to determine differences in size (shorter/longer) | ☐ | _____ |
| **1.3** | Compares and makes conclusions about objects to determine differences in weight (heavier/lighter) | ☐ | _____ |
| **1.4** | Observes and draws conclusions as to texture (rough/smooth) | ☐ | _____ |
| **1.5** | Observes and draws conclusions about viscosity of different liquids | ☐ | _____ |
| **1.6** | Observes and draws conclusions about temperature (warmer/cooler) | ☐ | _____ |
| **1.7** | Answers questions about the scientific process | ☐ | _____ |
| **1.8** | Draws conclusion in an experiment | ☐ | _____ |
| **1.9** | Selects and uses scientific tools for measurement (length) | ☐ | _____ |
| **1.10** | Selects and uses scientific tools for measurement of mass (scale) | ☐ | _____ |

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|---|---|---|---|
| **Science Standard 1: Students can understand and apply skills used in Scientific Inquiry** | | | |
| **1.11** | Selects and uses scientific tools for measurement of volume (teaspoons, measuring cups, beakers) | ☐ | _____ |
| **1.12** | Classifies items, organize the data, and represent in a chart, table, or graph | ☐ | _____ |
| **1.13** | Identifies, investigates, and forms conclusions about patterns and trends (order sequence) | ☐ | _____ |
| **1.14** | Demonstrates safe techniques for investigation | ☐ | _____ |
| **Science Standard 2: Students can understand and concepts and relationships in Life Science** | | | |
| **2.15** | Identifies and discriminates a variety of species (e.g., wild animals, plants, and humans) | ☐ | _____ |
| **2.16** | Identifies or characterizes some animals as predators to other animals | ☐ | _____ |
| **2.17** | Conducts an investigation, analyze data, and forms a conclusion to demonstrate variations in data exist (e.g., differences in height, eye color, variations between leaves, etc.) | ☐ | _____ |
| **2.18** | Conducts and analyzes an investigation with a plant to determine how the environment effects its growth | ☐ | _____ |

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|---|---|---|---|
| **Science Standard 2: Students can understand and concepts and relationships in Life Science** | | | |
| **2.19** | Classifies the parts of a food chain (animals (including humans), plants, decomposers) | ☐ | _____ |
| **2.20** | Specifies and explains the relationships between the steps of a food chain (sun, producers, consumers) | ☐ | _____ |
| **2.21** | Identifies that food sources come from the environment (e.g., bread comes from wheat) | ☐ | _____ |
| **Science Standard 3: Students can understand concepts and relationships in Earth/Space Science** | | | |
| **3.22** | Forms conclusions about how land forms were created | ☐ | _____ |
| **3.23** | Identifies differences in rocks (e.g., color, texture, composition) | ☐ | _____ |
| **3.24** | Identifies weather through observation (clouds, temperature, wind, rain, and snow) | ☐ | _____ |
| **3.25** | Organizes and graphs qualitative observations about weather (clouds, temperature, wind, rain, snow) | ☐ | _____ |
| **3.26** | Identifies materials, clothing, recreation, transportation appropriate to the weather | ☐ | _____ |

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|---|---|---|---|
| **Science Standard 3: Students can understand concepts and relationships in Earth/Space Science** | | | |
| **3.27** | Recognizes and identifies states of water (solid, liquid, gas) | ☐ | _____ |
| **3.28** | Forms a conclusion based on precipitation (snow, hail, rain) | ☐ | _____ |
| **3.29** | Identifies uses of water (bathing, drinking, cooking, recreation, etc.) | ☐ | _____ |
| **3.30** | Recognizes and identifies ways to conserve water | ☐ | _____ |
| **3.31** | Analyzes effects of the water cycle on living organisms (precipitation, evaporation, condensation) | ☐ | _____ |
| **Science Standard 4: Students can understand concepts and relationships in Physical Science** | | | |
| **4.32** | Accurately predicts how far a ball will roll if pushed (acceleration and velocity) | ☐ | _____ |
| **4.33** | Draws conclusions whether magnets will repel (separate) or attract (come together) | ☐ | _____ |
| **4.34** | Makes comparisons between different types and quantities of batteries | ☐ | _____ |

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|---|---|---|---|
| **Science Standard 4: Students can understand concepts and relationships in Physical Science** | | | |
| **4.35** | Classifies mixtures as homogeneous and heterogeneous (e.g., salt water is homogeneous and chocolate chip cookie batter is heterogeneous) | ☐ | _____ |
| **4.36** | Graphs objects based on physical properties (e.g., textures, living vs. nonliving, type of object) | ☐ | _____ |
| **4.37** | Investigates how different things can be made from the same materials (e.g., wood=furniture, paper, etc.) | ☐ | _____ |
| **4.38** | Investigates how combining two or more materials may result in a product that has different properties than original materials (e.g., home-made ice cream, pottery, etc.) | ☐ | _____ |
| **4.39** | Analyzes and evaluates given data to determine states of matter of an object (solid, liquid, gas) | ☐ | _____ |
| **4.40** | Observes and draws conclusions that objects can move at different speeds based on the amount of force applied | ☐ | _____ |